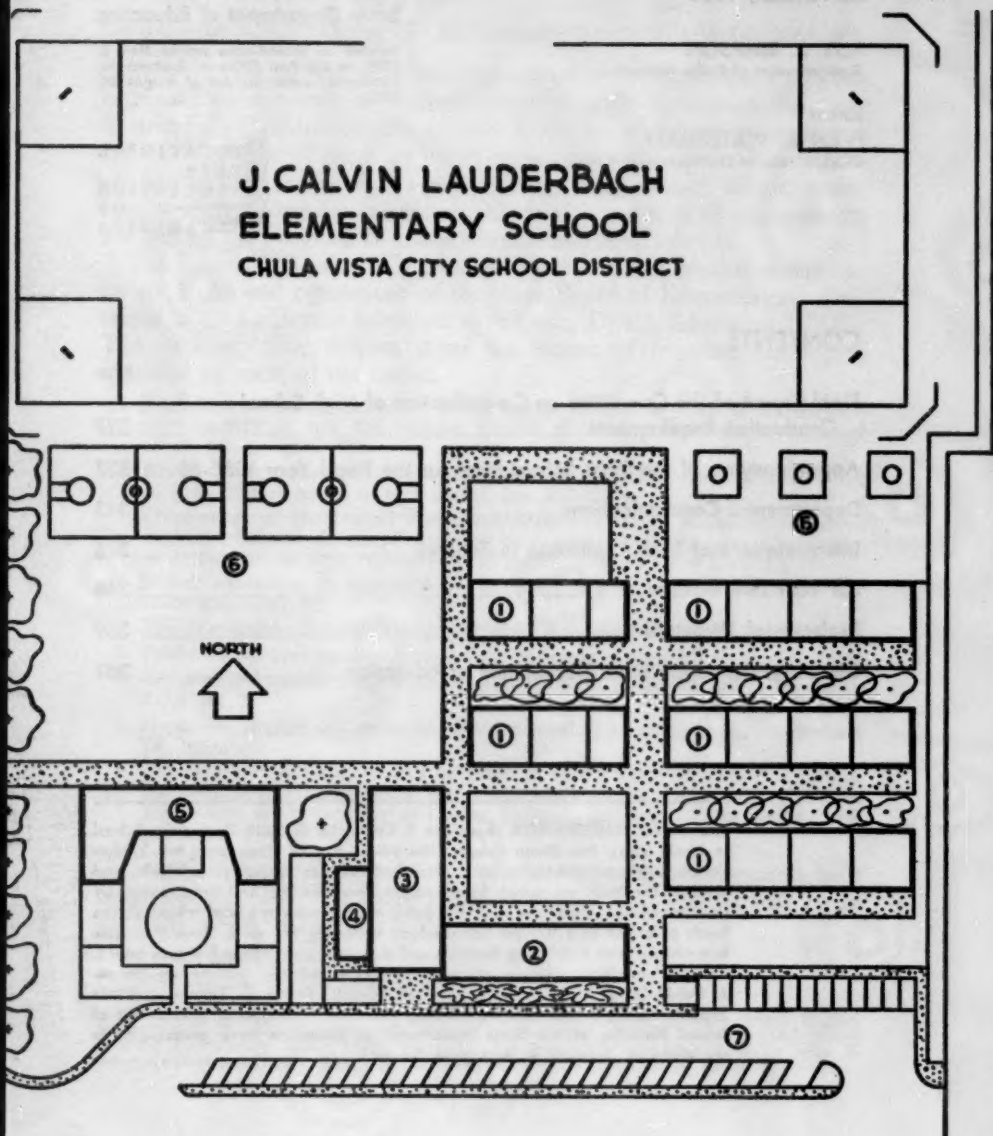


# CALIFORNIA SCHOOLS

SEPTEMBER  
1956

J. CALVIN LAUDERBACH  
ELEMENTARY SCHOOL  
CHULA VISTA CITY SCHOOL DISTRICT



# CALIFORNIA SCHOOLS

VOL. XXVII, No. 9  
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THE COVER ILLUSTRATION shows the J. Calvin Lauderbach Elementary School in Chula Vista, San Diego County. The school has 22 classrooms, two kindergarten units, administration unit and facilities for assembly, cafeteria and kitchen. The buildings, which have radiant floor heating, and light control by low-transmission glass and roof over-hang were constructed with school district funds at a cost of \$9.05 per square foot, excluding site work. Each classroom is equipped with a drinking fountain and sink and a reversible felt tack board. Concrete corridors provide storage space for outdoor activity equipment. J. Calvin Lauderbach, Superintendent of Schools, Burton C. Tiffany, Assistant Superintendent, school board members, and John Branigan of the Bureau of School Planning of the State Department of Education were participants in the planning. Freeland & Bird were the architects.

## FINAL REPORT OF THE COMMITTEE ON CO-ORDINATION OF HIGH SCHOOL GRADUATION REQUIREMENTS<sup>1</sup>

### CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

Both the law and the rules and regulations of the State Board of Education set forth certain requirements regarding the instruction that must be offered in California public schools. While some of these requirements are specific, most of them are broad policy statements that allow practical flexibility in fulfillment. The governing board of each district maintaining high schools has the responsibility of seeing that all requirements are met by the program of instruction offered in its schools.

The Education Code (EC) contains provisions for legislative requirements. Rules and regulations of the State Board of Education are contained in the California Administrative Code, Title 5, Education (CAC). The summary that follows states the nature of required instruction specified by each of the codes:

1. English: Courses of instruction in the use of English to promote the satisfactory mastery of oral and written English shall be prescribed and required of all pupils. CAC 97
2. Physical education: All pupils are required to attend upon a course for an instructional period in each school day. EC 10124
3. Constitution of the United States and American history including American institutions and ideals and principles of state and local government: A minimum of 15 semester periods required by all pupils. EC 10051 and CAC 97, 102
4. Driver education: A minimum of 30 class hours required of all pupils. EC 10204 and CAC 173
5. Fire prevention: A suitable course shall be prescribed for all pupils. EC 10092
6. Public safety and accident prevention: Instruction must be given. EC 10171
7. Manners and morals: Instruction shall be given in all grades and in all classes. EC 10191
8. Nature of alcohol and narcotics: Instruction shall be given in the curriculum. EC 10191
9. Conservation: Instruction shall be given as to the value of natural resources, including suitable exercises in the school work of the day, on March 7, the anniversary of the birthday of Luther Burbank, designated Conservation, Bird, and Arbor Day. EC 8156

Graduation requirements in addition to curricular requirements have been established by the State Board of Education. The student to be graduated must fulfill the following three conditions:

1. Be of good character and citizenship.
2. Satisfactorily complete the full curriculum prescribed.

<sup>1</sup> Committee Chairmen: Loren A. Wann, Superintendent, Paradise Unified School District, 1949-1953; R. C. Ferguson, Principal, Orestimba Union High School, 1953-1955; and Armen Sarafian, Co-ordinator of Secondary Education, Pasadena City Schools; assisted by John B. Brinegar, George L. Roehr, and B. E. Claypool, Consultants in Secondary Education.

3. Have earned the number of semester periods as established by the governing board of the district. This number must lie within the inclusive range of 190 to 240 semester periods.

College preparation is a function required of each high school district. One or more of the day high schools in each district must offer a course of study designed to prepare prospective students for admission to state colleges and the state university (EC 10505).

Working individually, the many high school districts have developed a wide variety of acceptable ways of fitting the instruction required by the Legislature and the State Board of Education into their courses of study. Variation in instructional programs has been increased by the additional requirements which each separate district may have added.

In 1949, the California Association of Secondary School Administrators created a committee which came to have the title of: Committee on Co-ordination of High School Graduation Requirements. The general task of this committee was to propose curricular adjustments which would make it possible for a student to transfer from one high school to another with the least possible handicap in his educational development. The personnel of the committee has been widely representative both as to geographic area and type of school served. Progress reports have been submitted annually to the Association. In March, 1956, the committee felt its purpose had been accomplished and prepared a final report. This report was accepted and the committee was inactivated.

The body of the report is contained in the five sections which follow. The first three of these sections establish a background, the fourth states some of the important specific questions considered by the committee, and the fifth section is a summary of the committee's findings and recommendations.

## I. PURPOSE OF THE COMMITTEE

The Committee on Co-ordination of High School Graduation Requirements has the following responsibilities:

1. To make a continuing study of the requirements for graduation in California high schools.
2. To recommend a guide for the scheduling of subjects required for graduation at various grade levels.
3. To seek out common ground for agreement on the meaning of the high school diploma.
4. To make recommendations in light of changing conditions and everyday needs.

## II. FRAME OF REFERENCE

The following six statements of fact and belief indicate a frame of reference which is helpful in understanding the body of the report:

1. The complexity of providing educational service to youth of high school age with variations in background and ability, necessitates that each statement of this report, no matter how brief, be considered in its relation to the whole.
2. California high schools, with few exceptions, are comprehensive high schools and as such are expected to afford a suitable educational program for all high school age youth who may be expected to function as responsible citizens and possess a capacity for self-support.
3. All students who are citizens are potential voters, irrespective of their completion of a high school course.
4. Our American ideal of the intrinsic worth of the individual demands that we afford opportunity for individual development in accordance with the facets of each student's circumstances.
5. It is undesirable to state graduation requirements in terms of arbitrary and unchanging levels of achievement which would represent little or no challenge to some individuals and at the same time exceed the capabilities of many others.
6. A major task of curriculum administration is to provide a program of instruction which will resolve the dilemma implied in the fifth statement; namely, the development of a program that will challenge the capacity of each individual while affording the opportunity for completion through reasonable application.

### III. BASIC ASSUMPTIONS

1. A high school diploma means that the graduate has satisfactorily completed an organized program of varied types of educational experiences as presented in *A Framework for Public Education in California*.<sup>1</sup>

2. A rigid standardization of specific diploma requirements throughout the state is not to be desired. However, in order to minimize problems such as those presented by transfer students, there is need of a unifying guide for the scheduling of graduation requirements at various grade levels.

In a foreword<sup>2</sup> to *A Framework for Public Education in California*, Roy E. Simpson, Superintendent of Public Instruction, wrote:

... Although uniformity of procedure is not to be desired in a state representing such variation in local conditions, substantial agreement on basic purposes and organization is essential to a properly co-ordinated state system of public education . . . the interests of all citizens will be best served as public education is unified through the consistent application of commonly accepted purposes and principles of action at all levels and in all fields of the curriculum . . . The committee recognized the importance of flexibility

<sup>1</sup> *A Framework for Public Education in California*: Prepared by the California Framework Committee, appointed by the Superintendent of Public Instruction at the request of the State Curriculum Commission. Bulletin of the California State Department of Education, Vol. XIX, No. 6, November, 1950, pp. 8-18, 36.

<sup>2</sup> *Ibid.*, p. iii

within the general structure of the framework, to insure equality of educational opportunity for all by differentiation of local educational offerings to meet the needs of those served.

3. A unifying guide for graduation requirements must of necessity require continuing examination for revision in accordance with the concepts of a constantly evolving curriculum.

#### IV. QUESTIONS CONSIDERED

The following questions were considered in discussion of the problem of co-ordination of high school graduation requirements:

1. What instruction generally has been selected as required for graduation?
2. On what grade level should generally accepted courses be placed?
3. Should the student be required to complete subjects in a major field for high school graduation?
4. What methods should be used in informing the public about the meaning of the high school diploma?
5. Should certificates of completion be issued to students in lieu of diplomas when they do not meet certain standards?
6. What should be the general practice for awarding diplomas to students entering military service before graduation?

#### V. FINDINGS AND RECOMMENDATIONS

Though the Committee has not pursued to completion all the questions listed for study, the following findings and recommendations have evolved from the study:

##### A. ISSUANCE OF CERTIFICATES OTHER THAN DIPLOMAS

###### *Findings*

1. There is little considered opinion in California favoring the issuance of certificates of completion in lieu of diplomas to students unable to demonstrate performance in certain skills equal to certain standards. As indicated at meetings of the Representative Council of the California Association of Secondary School Administrators and at section meetings at the 1950, 1951, and 1954 annual conferences, it appears to have been the consensus that:

- a. Students completing the state and local requirements are entitled to a diploma of high school graduation.
- b. Where governing boards have established the use of statements of proficiency or similar statements of students' abilities that are issued in conjunction with diplomas, the practice has been satisfactory.
- c. Problems between school and employer are largely eliminated where:

- (1) It is clearly shown on the diploma, or by the use of a transcript of record what the student's abilities are.
- (2) Liaison with those employing the graduate is established.
- (3) Students are counseled into curriculums they can complete.

2. A few schools issue certificates of completion to students who have completed a prescribed curriculum but are of low ability in certain academic skills. The requirements and differing functions for (a) the diploma and (b) the certificate of completion are stated in the California Administrative Code, Title 5, Education, Section 102, as follows:

(a) The governing board of a school district maintaining a secondary school shall authorize to graduate, from any secondary school, any pupil of good character and citizenship who satisfactorily completes the full curriculum prescribed for the school in which the pupil is regularly enrolled and in attendance at the time of completion of his work, including instruction in the Constitution of the United States, and in American history, including the study of American institutions and ideals, and of the principles of state and local government established under the Constitution of this State, and the successful passing of an examination thereon.

(b) The governing board of a school district maintaining a four-year or senior high school shall grant a diploma of high school graduation for the completion of a course of study or curriculum which includes not less than 190 semester periods and not more than 240 semester periods of classroom instruction and supervised learning, including work experience.

(d) The governing board of a school district maintaining a secondary school shall award the appropriate diploma or degree whenever a pupil shall have completed all requirements of a full curriculum of the secondary high school without regard to the length of time actually taken by the pupil to complete such requirements.

(1) The governing board of a school district shall grant to any pupil who satisfactorily completes the requirements of any course of study in less than the prescribed time, the full number of semester periods or credit hours scheduled for such course.

The only use of a certificate of completion refers to a course of study or curriculum in length less than the full number of years and grades maintained by a school, as stated in Section 102:

(e) The governing board of a school district maintaining a secondary school shall issue a certificate of completion to any pupil who successfully completes any course of study or curriculum in length less than the full number of years and grades maintained by the school.

### *Recommendations*

1. That the practice of issuing certificates of completion in lieu of diplomas to students unable to demonstrate performance in certain skills be discontinued.

2. That school administrators further public relations programs designed to encourage employers of graduates to make more effective use of the high school record as a reference.

3. That further study be given to the practice of issuing supplementary information with the diploma.

## B. TRANSFER PROBLEMS

### *Findings*

1. Problems arise where students transfer from one school to another, and both schools do not offer certain subjects at the same grade level.
2. Students occasionally transfer to schools which do not offer the specific or closely related subjects which they were taking in the preceding school.
3. Without some uniformity of grade placement of certain requirements it is possible for students who have transferred to reach the senior year without completion of all state and local requirements.

### *Recommendations*

1. That schools follow the policy of waiving completion of local graduation requirements for transfer students in good standing.
2. That use be made of University of California high school correspondence courses to enable transferring students to complete subjects not offered in schools to which they transfer.
3. That schools requiring courses which include education for family life, character education, basic psychology, and understanding of human relationships should schedule such courses at the ninth and twelfth grade levels.
4. That chemistry be offered at the eleventh, and physics at the twelfth grade levels wherever possible. Local problems in connection with the scheduling of classes must be taken into consideration; for example, small schools may find it necessary to offer these courses in alternate years.

## C. FURNISHING INFORMATION ABOUT TRANSFERRING STUDENTS

### *Findings*

1. Insufficient information about the quantity and quality of a student's work in progress accompanies him to the receiving school.
2. There is no uniform use of transfer slips.

### *Recommendations*

1. That the California State Department of Education change the transcript form to show more about the student's work in progress. Mandatory data should include a grade or a statement covering the quantity and quality of work, and number of days in attendance in subjects in progress at the time of withdrawal.
2. That every junior, senior, and four-year high school develop a transfer slip to be given to each student at time of withdrawal for presentation to the next school. The form developed should include as a minimum, the information on the sample form that follows. Whatever

additional information a school feels would be of assistance to the next school should be added to this form.

## SAMPLE FORM

## TRANSFER SLIP

\_\_\_\_\_ High School, \_\_\_\_\_, California  
 Name of student \_\_\_\_\_ Present grade level \_\_\_\_\_ Date of birth \_\_\_\_\_  
 Date of enrollment in current year \_\_\_\_\_ Date of leaving \_\_\_\_\_

Name of Subject	Class Periods Per Week	Grade to Date of Leaving
_____	_____	_____
_____	_____	_____
_____	_____	_____

Remarks \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Registrar

## D. READING INSTRUCTION

*Findings*

The recognized complexity of the reading process results in some students entering high school with deficiencies in this skill.

*Recommendations*

That there be a reading improvement program in progress at all grade levels and in all subjects that have reading needs.

## E. REFRESHER INSTRUCTION IN ARITHMETIC

*Findings*

1. An increasing number of high schools in California are now requiring courses in arithmetic for completion of all curriculums.
2. There is need to provide for a review of arithmetic as graduation approaches in order to prepare students for using the subject upon entering employment. Disuse results in a loss of previously attained skill.

*Recommendations*

That there be a review of arithmetic during the twelfth grade for those students who at the eleventh grade level are unable to pass a proficiency test.

**F. DRIVER EDUCATION AND FIRST AID INSTRUCTION***Findings*

1. With respect to the more recent state requirements of driver education and first aid:

- a. Driver education is desirable.
- b. There is wide variation in the grade levels at which these courses are being offered.
- c. A majority of schools offer driver education prior to grade eleven.
- d. Students who transfer after the beginning of the eleventh grade from out of state, private schools, and other communities where driver education has not been offered, suffer undue hardship in attempting to meet the driver education requirement.

*Recommendations*

1. That driver education should be offered prior to the eleventh grade.
2. That the Legislative Committee of CASSA propose legislation to change the Education Code pertaining to driver education. This proposed change should permit students who transfer from one school to another after the beginning of grade eleven, and who have not taken driver education, or non-transferring students who unavoidably miss such instruction, to satisfy this requirement by examination in lieu of the 30 class hours requirement.
3. That the specific 30 class hours requirement for driver education be objectively examined to determine:
  - a. Whether it is educationally sound for all students.
  - b. How it conforms to the best principles of curriculum administration.
  - c. Whether it is applicable to all schools.
4. That further study should be given to the matter of the most acceptable grade level for offering first aid instruction.

**G. SEMESTER PERIODS OF CREDIT***Findings*

1. Title 5, Section 102 (b), lacks clarity in the distinction between number of semester periods required for graduation from three-year and from four-year high schools.

2. Undesirable conditions are created when three-year senior high schools compute semester periods of credit on a four-year span.

3. Schools have different forms for stating credits for subjects, a variation most apparent on the October Report of High School Principal.<sup>1</sup>

<sup>1</sup> Annual report which is concerned with high school instruction, required by the State Superintendent of Public Instruction.

*Recommendations*

1. That Title 5, Section 102 (b), be rewritten to provide for a minimum of 190 semester periods for graduation from a four-year high school and a minimum of 150 semester periods for graduation from a three-year high school.

2. That districts maintaining three-year senior high schools use only the semester periods earned during grades ten through twelve in computing the proposed minimum (150 semester periods) required for graduation.

3. That the semester period should be the only unit of measurement for recording the quantity of work accomplished by students.

4. That the school receiving a transcript of record from a school where semester periods have not been used evaluate that transcript in terms of California semester periods.

#### H. VARIATION IN REQUIREMENTS FOR GRANTING DIPLOMAS AFTER MILITARY SERVICE

*Findings*

1. There is a wide variation, within the general provisions of the California Administrative Code, Title 5, Education, Sections 99, 102, and the Education Code, Sections 10531-33, in the practices of local districts in granting diplomas to individuals whose schooling has been interrupted by military service:

- a. Some districts are granting diplomas solely on the basis of passing GED tests.
- b. Some districts are reluctant to grant diplomas until *all* local requirements have been met.

*Recommendations*

1. That administrators confronted with this problem should:
  - a. Be familiar with and follow the provisions of the California Administrative Code, Title 5, Sections 99, 102, and the 1951 Education Code, Sections 10531-33.
  - b. Urge establishment of policy by district boards in accordance therewith.

#### I. PUBLIC'S UNDERSTANDING OF DIPLOMA

*Findings*

1. The public needs to know the value of the individual's high school record.
2. The public needs to know how to secure and use the individual's high school record.

*Recommendations*

That all secondary school administrators in their areas of responsibility continue to inform the public—students, parents, employers, public agencies, etc.—about the importance of the high school record.

**J. CHARACTER AND CITIZENSHIP REQUIREMENT***Findings*

1. There is much variation in the interpretation and implementation of the graduation requirement for good character and citizenship.
2. This requirement contains many intangible factors and is difficult to administer objectively.
3. The requirement concerning good character and citizenship is a very important and desirable one.

*Recommendations*

1. That each district should set up its own definitions and criteria for satisfying this requirement.
2. That more attention be directed to the good character and citizenship aspect of qualifying for a diploma.

## APPORTIONMENTS OF THE STATE SCHOOL FUND FOR THE FISCAL YEAR 1955-56

RAY H. JOHNSON, *Chief, Bureau of School Apportionments and Reports*

The Constitution of the State of California sets the minimum amount of the State School Fund for any fiscal year by specifying the amount to be placed in that Fund for each unit of average daily attendance in the preceding fiscal year. It requires that the entire amount of the Fund be apportioned in each fiscal year for the support of the public schools.

By August, 1955, the average daily attendance in the public schools during the preceding fiscal year, 1954-55 had been reported, reviewed, and the total compiled as 2,381,104 units. At the Constitutional rate of \$180 per unit of a.d.a., the minimum amount of the State School Fund was then determined to be \$428,598,720.00. By December, 1955, the collection and review of reports of excess expense of automobile driver training was completed. It was found that 75 per cent of the excess expense, not exceeding \$30 per pupil trained, amounted to \$1,116,773. The law directed that this amount, to be apportioned to the reporting school districts, should be added to the Constitutional minimum amount of the State School Fund. An amount of \$11,641.00, representing deficiencies added to the apportionments for the fiscal year 1954-55, was also included; therefore, the State School Fund for the fiscal year 1955-56 was fixed at \$429,727,134.00 in December, 1955.

The Principal Apportionment<sup>1</sup> of the State School Fund in an amount exceeding \$382,000,000.00 was made on September 26, 1955. This apportionment included Basic State Aid of \$120 per unit of a.d.a. for each school district (not less than \$2400 for any school district), State Equalization Aid, allowances for adults, and allowances for County School Service Funds. The amount of Principal Apportionment less the total of two advanced payments in August and September was disbursed by the Controller during the remaining nine months of the fiscal year, October, 1955, through June, 1956. One-tenth of the remainder was disbursed in each of these nine months, and an additional one-tenth was disbursed in November, 1956.

The Special Purpose Apportionment<sup>2</sup> in an amount of \$17,422,760.00 was made on December 9, 1955. This apportionment included allowances

<sup>1</sup> "Principal Apportionment of the State School Fund, 1955-56," *California Schools*, XXVI (November, 1955), 565-571.

The Principal Apportionment was set forth in detail in *Apportionment of the State School Fund for the Fiscal Year Ending June 30, 1956: Part I—Principal Apportionment*; Sacramento: California State Department of Education, March, 1956, 190.

<sup>2</sup> "Special Purpose Apportionment of the State School Fund, 1955-56," *California Schools*, XXVII (March, 1956), 72-74.

The Special Purpose Apportionment of the State School Fund was set forth in detail in *Apportionment of the State School Fund for the Fiscal Year Ending June 30, 1956: Part II—Special Purpose Apportionment*. Sacramento: California State Department of Education, April, 1956.

for the excess expense of special education of physically handicapped and mentally retarded minors, for the transportation of certain physically handicapped and severely mentally retarded minors, for the excess expense of automobile driver training, and for the transportation of pupils. It also included some amounts that had been withheld at the time of the Principal Apportionment because of the employment of an insufficient number of teachers in small elementary schools during the preceding fiscal year and that were subsequently released in the case of those districts which had employed the required additional number of teachers by November 10, 1955. The State Controller disbursed to the counties four-tenths of the Special Purpose Apportionment in December, 1955, and one-tenth in each of the remaining six months, January through June, 1956.

The First Period Apportionment for Growth<sup>1</sup> was made on February 20, 1956, in an amount of \$11,429,299.00. This apportionment was disbursed by the Controller as a lump sum amount during the month of February.

The Second Period Apportionment for Growth in regular day schools was certified by the Superintendent of Public Instruction to the State Controller on June 12, 1956, in the amount of \$17,143,949.00. The First and Second Period Apportionments for Growth were designed and authorized by law to provide state assistance to those school districts of the state which have experienced serious financial problems due to the rapidly increasing numbers of pupils in attendance.

The First Period Apportionment for Growth is based upon growth in the average attendance<sup>2</sup> in regular day schools in each district during the full school months of the current fiscal year, ending not later than December 31, beyond the average attendance of the corresponding period of the preceding fiscal year. The Second Period Apportionment for Growth is based upon the growth in average attendance in regular days schools in each district during the full school months following the First Period and ending not later than May 1 beyond the average attendance of the corresponding period of the preceding fiscal year.

Growth in average attendance, as shown in Table 1, represents total growth in those districts which reported growth and which received allowances for growth, in comparison with the average attendance of the corresponding periods of the preceding fiscal year. Loss in attendance in the districts which experienced a loss, and the gains or loss in attendance in certain districts which did not receive an allowance, have not been included.

<sup>1</sup> "First Period Apportionment for Growth," *California Schools*, XXVII (April, 1956), 130-134. The First Period Apportionment for Growth is set forth in detail in *Apportionment of the State School Fund for the Fiscal Year Ending June 30, 1956; Part III—First Period Apportionment for Growth; Part IV—Second Period Apportionment for Growth; Part V—Final Apportionment*. Sacramento: California State Department of Education, (in process of publication).

<sup>2</sup> The term "average attendance" is employed with reference to a period which represents a portion of the fiscal year. The term "average daily attendance" is employed for measurement on the fiscal year basis.

A comparison of the First and Second Period Apportionments for Growth in 1955-56 with the First and Second Period Apportionments for Growth made during the preceding fiscal year is shown in Table 1.

The law reserves \$12 of the \$180 per unit of a.d.a. in the State School Fund for apportionments for growth. Forty per cent of this portion of the Fund is available by law for the First Period Apportionment for Growth and the remainder for the Second Period Apportionment for Growth. The total of the computed allowances for all districts for the First Period exceeded the amount available; and a correction factor was necessary, reducing computed allowances by approximately 0.9 per cent. The total of the computed allowances for all districts for the Second Period also exceeded the amount available; and a correction factor was necessary, reducing computed allowances by approximately 7 per cent.<sup>1</sup> During the preceding fiscal year, 1954-55, correction factors were required for both apportionments for growth in average attendance. It was necessary to reduce the computed allowances by approximately 1.5 per cent and 8 per cent, respectively.

The Service Fund Emergency Apportionments in amounts of \$1,000.00, \$38,832.00, and \$116,771.00, were made on February 20, 1956, April 30, 1956, and June 15, 1956, to reimburse county school service funds for approved emergency purposes based upon claims filed by county superintendents of schools not later than June 10, 1956.

TABLE 1

SUMMARY OF GROWTH IN AVERAGE ATTENDANCE AND AMOUNTS APPORTIONED, 1955-56, AND COMPARATIVE FIGURES OF 1954-55

Fiscal year and level of attendance	First period (February)			Second period (June)			Total amount apportioned (Col. 4 plus Col. 7)
	Number of districts	Growth in average attendance	Amount apportioned	Number of districts	Growth in average attendance	Amount apportioned	
1	2	3	4	5	6	7	8
Fiscal year 1955-56							
Elementary school.....	782	136,842	\$8,676,098.00	804	137,435	\$13,242,321.00	\$21,918,419.00
High school.....	270	36,267	2,063,574.00	261	35,795	3,046,350.00	5,109,924.00
Junior college.....	49	13,024	689,627.00	46	10,400	855,278.00	1,544,905.00
Total.....	1,101	186,133	\$11,429,299.00	1,111	183,630	\$17,143,949.00	\$28,573,248.00
Fiscal year 1954-55							
Elementary school.....	816	122,785	\$7,630,941.31	812	124,647	\$11,821,565.87	\$19,452,507.18
High school.....	279	34,121	1,901,114.79	280	31,352	2,647,044.34	4,548,159.13
Junior college.....	51	21,248	1,068,244.70	50	18,266	1,431,840.99	2,500,085.69
Total.....	1,146	178,154	\$10,600,300.80	1,142	174,265	\$15,900,451.20	\$26,500,752.00

<sup>1</sup> The amounts available for the First and Second Period Apportionments for Growth were \$11,429,299.00 and \$17,143,949.00, respectively. The computed allowances were \$11,532,826.00 and \$18,445,649.00, respectively. The exact correction factors were 0.99102328 and 0.92943052, respectively.

TABLE 2  
SUMMARY OF ALL APPORTIONMENTS  
FROM THE STATE SCHOOL FUND FOR THE FISCAL YEAR 1955-56

Co. No.	Counties	Part I— Total Principal Apportion- ment (Sept. 26, 1955)	Part II— Spec. Purpose Apportion- ment (Dec. 9, 1955)	Part III— First Period Growth Apportion- ment (Feb. 20, 1956)	Part IV— Second Period Growth Apportion- ment (June 12, 1956)	Service Fund Emergency Apportion- ments Feb. 20, 1956 April 30, 1956 June 15, 1956	Part V— Final Apportion- ment (June 19, 1956)	Total— All Apportion- ments	Per cent of Increase or Decrease 1955-56 as com- pared to 1954-55
1	Alameda	\$23,792,568	\$683,965	\$637,271	\$951,789	\$40,047	\$36,808	\$26,142,448	7.55
2	Alpine	10,027	—	346	390	—	17	10,780	.23
3	Amador	454,111	16,723	10,751	10,085	—	425	492,095	.75
4	Butte	2,780,012	157,582	45,851	87,569	1,500	3,271	3,075,785	4.35
5	Calaveras	383,855	36,508	4,621	6,896	—	266	432,146	— .74
6	Colusa	412,702	23,382	6,845	9,546	—	375	452,850	5.46
7	Contra Costa	14,494,637	559,227	449,390	659,149	—	25,564	16,187,967	6.10
8	Del Norte	531,616	52,114	23,628	28,288	—	1,136	636,782	12.11
9	El Dorado	674,231	73,198	11,658	18,793	1,000	720	779,600	12.76
10	Fresno	12,772,856	744,852	267,268	401,638	743	15,517	14,202,874	5.24
11	Glenn	664,238	27,918	3,712	6,284	—	240	702,392	6.03
12	Humboldt	3,937,761	265,558	136,955	216,472	—	8,299	4,565,045	8.58
13	Imperial	3,103,617	120,380	30,289	45,763	—	1,768	3,301,817	2.22
14	Inyo	460,610	32,763	11,335	16,494	1,000	640	522,842	3.76
15	Kern	9,945,115	554,264	229,336	319,637	—	12,499	11,060,851	3.27
16	Kings	1,848,802	103,288	5,400	6,487	—	260	1,964,237	.72
17	Lake	460,972	34,015	1,050	555	—	26	496,618	— 3.21
18	Lassen	906,054	32,066	1,807	838	—	45	940,810	.60
19	Los Angeles	133,324,308	5,277,502	3,903,168	5,706,323	—	221,433	148,432,734	7.26
20	Madera	1,717,009	143,694	10,140	15,735	—	605	1,887,183	.69
21	Marin	3,591,088	131,622	109,783	182,783	6,092	6,956	4,028,325	10.46
22	Mariposa	181,249	56,649	645	488	—	21	239,052	.20

23	Mendocino.....	2,224,324	201,273	61,115	87,376	-----	3,403	2,577,491	10.20
24	Merced.....	3,184,879	273,500	64,481	90,540	-----	3,536	3,616,936	7.14
25	Modoc.....	381,751	37,113	9,207	10,318	-----	420	438,809	12.24
26	Mono.....	66,800	10,479	1,554	608	-----	34	80,779	1.11
27	Monterey.....	4,475,164	191,810	134,306	211,822	-----	8,123	5,021,225	6.31
28	Napa.....	1,721,294	78,971	73,781	110,517	-----	4,272	1,995,835	14.00
29	Nevada.....	620,925	31,512	3,336	7,247	-----	267	663,287	4.58
30	Orange.....	10,935,010	427,498	994,210	1,626,517	-----	62,044	14,045,279	27.98
31	Placer.....	1,788,053	136,887	23,667	39,184	-----	1,492	1,990,408	5.18
32	Plumas.....	340,515	29,064	4,325	4,249	-----	178	378,331	7.79
33	Riverside.....	6,844,571	357,059	229,902	354,813	-----	13,654	7,797,999	9.72
34	Sacramento.....	13,351,851	604,373	505,158	738,527	-----	28,658	15,239,029	13.53
35	San Benito.....	425,250	21,449	6,152	9,983	-----	382	463,216	1.09
36	San Bernardino.....	14,678,259	652,697	470,280	705,611	-----	27,268	16,534,115	9.00
37	San Diego.....	21,237,522	970,916	692,496	1,082,902	-----	40,608	23,994,444	9.10
38	San Francisco.....	10,512,686	759,243	94,224	150,430	-----	5,757	11,522,340	2.34
39	San Joaquin.....	7,445,697	276,584	147,240	198,061	-----	7,791	8,090,976	4.36
40	San Luis Obispo.....	2,162,548	164,382	28,951	39,148	-----	1,540	2,396,569	5.48
41	San Mateo.....	9,955,056	252,220	424,372	617,510	-----	23,981	11,273,139	12.16
42	Santa Barbara.....	2,947,257	130,164	55,993	71,953	-----	2,852	3,215,719	3.96
43	Santa Clara.....	12,929,446	654,734	706,034	1,110,622	-----	42,613	15,460,748	14.66
44	Santa Cruz.....	1,800,438	133,204	37,088	52,726	-----	2,055	2,043,611	7.94
45	Shasta.....	2,148,843	191,369	91,461	136,989	-----	5,295	2,573,957	13.35
46	Sierra.....	194,676	27,732	-----	-----	-----	-----	222,408	1.17
47	Siskiyou.....	1,488,756	93,566	30,945	44,922	-----	1,747	1,659,936	4.93
48	Solano.....	4,326,324	88,730	74,023	93,325	-----	3,712	4,586,114	3.98
49	Sonoma.....	4,381,538	215,268	138,151	188,875	-----	7,410	4,939,717	9.19
50	Stanislaus.....	6,597,953	328,753	96,265	205,936	-----	7,589	7,236,496	6.28
51	Sutter.....	1,119,586	41,460	14,735	26,902	-----	1,010	1,203,693	3.74
52	Tehama.....	770,840	73,503	17,902	24,899	-----	974	888,118	5.4
53	Trinity.....	253,161	52,804	3,852	8,386	-----	308	318,511	10.53
54	Tulare.....	6,797,581	449,277	65,786	102,682	-----	3,944	7,419,270	2.23
55	Tuolumne.....	546,156	40,049	22,285	40,458	-----	1,523	660,471	22.99
56	Ventura.....	4,728,487	182,375	117,361	178,986	-----	6,899	5,223,481	6.33
57	Yolo.....	1,775,187	54,716	55,359	71,987	-----	2,848	1,960,097	8.58
58	Yuba.....	1,308,128	60,736	32,052	36,936	-----	1,495	1,439,347	11.35
State Total.....		\$382,911,950	\$17,422,760	\$11,429,299	\$17,143,949	\$156,603	\$662,573	\$429,727,134	7.91

The Final Apportionment for the fiscal year was certified by the Superintendent of Public Instruction to the State Controller on June 19, 1956, in the amount of \$662,573.00. As the name implies, this apportionment consisted of the amount remaining in the State School Fund after deducting the total of the previous apportionments from the total amount of the Fund for the fiscal year. It consisted of balances remaining, after actual allowances were made, of the amounts reserved by law for certain apportionments. A part of this remainder, an amount of \$103,527.00, was applied to make up the deficit in the First Period Apportionment for Growth. The balance of the remainder, an amount of \$559,046, was applied to make up a portion of the deficit in the Second Period Apportionment for Growth.

The Second Period Apportionment for Growth and the Final Apportionment were disbursed by the Controller in June, 1956, thus enabling the county and district officials to record the receipts as revenue of the 1955-56 fiscal year.

A summary of all apportionments during the fiscal year 1955-56 by counties is presented in Table 2. This table also includes a column showing the per cent of increase or decrease for each county in the total of the several apportionments for the fiscal year 1955-56 over the corresponding total of apportionments for the fiscal year 1954-55.

# Departmental Communications

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### RETIREMENT OF HERBERT R. STOLZ, M.D.

DR. HERBERT R. STOLZ, Deputy Superintendent of Public School Instruction and Chief, Division of Special Schools and Services, retired from the State Department of Education September 1, 1956.

In his work in the field of education Dr. Stolz pursued an unwavering philosophy of giving every child the opportunity he needs to develop his abilities and to prepare for a full and wholesome life. His achievements brought him wide recognition as a leader in education.

Besides attending Oxford University, Dr. Stolz studied education and medicine at Leland Stanford University. He received his medical degree from Stanford in 1914. From 1914 to 1917 he was Stanford's medical adviser to men and from 1917 to 1920 a captain in the Medical Corps of the United States Army.

Dr. Stolz was Assistant Supervisor of Physical Education for the State Department of Education during 1920 and 1921, and from 1922 to 1926 State Supervisor of Physical Education. During 1926 and 1927 he was associated with the Bureau of Child Study and Parent Education in the State Department of Education.

From 1926 to 1934 Dr. Stolz was Director of the Institute of Child Welfare at the University of California, Berkeley, and during a part of this time he served as Chief of the Bureau of Parent Education in the State Department of Education. From 1934 to 1946 he was assistant superintendent in charge of guidance for the Oakland Public Schools, and in 1947 served as medical co-ordinator of the East Bay Childrens Hospital.

Dr. Stolz was appointed Deputy Superintendent of Public Instruction and Chief of the Division of Special Schools and Services on October 1, 1947, with headquarters in San Francisco. He served in this capacity with distinction.

### RETIREMENT OF W. S. DYAS

After forty-eight and a half years of distinguished service in the State Department of Education, W. S. DYAS, Supervisor of State Textbook Distribution, retired September 1, 1956.

Mr. Dyas came to the Department of Education as a young man when only five persons staffed the entire department. His long tenure began February 1, 1908.

In the earlier years of his service, Mr. Dyas was in charge of the sales of state-printed textbooks to commercial concerns, which in turn sold the books to school children. With the passage of the California free textbook law in 1913, Mr. Dyas became Supervisor of State Textbook Distribution and served continuously in this capacity until his retirement.

The first available records in Mr. Dyas' office show a total of 525,000 books distributed in California from July 1, 1915 to June 30, 1916. By contrast, figures for the single month of July, 1956 show a total of more than four million books distributed. Similarly, the appropriation for State textbooks for the fiscal year of 1922-23 was \$263,500, whereas the appropriation for the school year ending on June 30, 1956 was approximately \$5,700,000. State textbook distribution has kept abreast of the tremendous increase in the population and the schools of the state.

Mr. Dyas' high sense of responsibility, sound judgment, and competent management will be remembered as a distinct contribution to the State Department of Education during nearly half a century of its growth and expansion.

#### APPOINTMENTS TO STAFF

B. E. CLAYPOOL has been appointed Supervisor of Elementary Textbook Distribution, Bureau of Textbooks and Publications. Mr. Claypool received his bachelor's and master's degrees from the College of the Pacific, and has done graduate work at the University of Southern California and the University of California. He came to the State Department of Education from the principalship at Corcoran Joint Union High School, and has been serving as Consultant in Secondary Education since September, 1955. His experience includes both teaching and administration in public schools in California, and four years in the U. S. Army.

ELWOOD H. LEHMAN has been appointed Field Representative in the Bureau of School Planning. His previous assignment as a Field Representative was with the Bureau of Administrative Services.

JOHN A. TAFT has been appointed as Consultant in the Bureau of Guidance, effective June 30, 1956. Mr. Taft received his bachelor's degree from Chapman College, Los Angeles, and his master's degree from San Francisco State College where he majored in psychology and special education. His experience includes teaching in elementary schools, special education classes, and in summer sessions at San Francisco State College. He served as director of research and guidance in the office of the county superintendent of schools in Placer County for four years prior to joining the staff of the State Department of Education.

CLARA NEWKIRK DAWSON has been appointed Rehabilitation Counselor; and THEODORE CARLTON, M.D., has been appointed Medical Consultant in the Oakland District office of the Bureau of Vocational Rehabilitation.

FRANKLIN C. BAILEY has been promoted to the position of Assistant District Supervisor in the Los Angeles District of the Bureau of Vocational Rehabilitation. Mr. Bailey has been serving in the Pasadena District as Rehabilitation Counselor.

### RECRUITMENT CHARTS AVAILABLE

The Division of State Colleges and Teacher Education of the California State Department of Education has announced that a new series of recruitment charts are available for use in the field. There are six sets, 12 charts in each set. Approximately 18 by 24 inches, they illustrate graphically the following recruitment information:

1. Estimate of new teachers needed (replacement and enrollment).
2. Supply and Demand for Elementary and Secondary Teachers, 1956-57.
3. Increase in California Public School Enrollment, 1948-65.
4. Estimated Number of Teachers Who Will Resign Each Year and Who Will Return to Teaching Each Year, 1956-65.
5. Reasons for Leaving Teaching.
6. Number of Teachers Prepared by California Institutions, 1948-1956.
7. Supply and Demand—Estimated Relation, 1956-65.
8. Types of Institutions Preparing Teachers.
9. Teacher Demand, 1955-56.
10. Proportion of Substandard Credentials to Standard Credentials, 1948-1956.
11. Projected Enrollment in Teacher Education Institutions, 1954 and 1965.
12. Percentage of Personnel on Substandard Credentials in Urban and Isolated Communities.

The charts are available upon request to: Co-ordinator of Teacher Recruitment, California State Department of Education, 721 Capitol Avenue, Sacramento 14, California.

# Interpretations of Law

## Applicable to Schools

**LAURENCE D. KEARNEY, Administrative Adviser**

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

### OPINIONS OF CALIFORNIA ATTORNEY GENERAL

#### *School District Annexation*

When, pursuant to Education Code Sections 2571-2577, a single elementary school district which is wholly within one high school district is annexed to a single elementary district which is wholly within another high school district, the provisions of Education Code Section 3893 apply, and the territory of the annexed district thereupon becomes and constitutes a part of the latter high school district. Education Code Sections 3896 and 3897 do not apply, since the annexation proceedings effected pursuant to Sections 2571 ff. result merely in an enlarged single district, and do not create a new elementary school district or new elementary union district. (AGO 56-47; 27 Ops. Cal. Atty. Gen. 118.)

#### *Destruction of Records of County Superintendents of Schools, County Committees on School District Organization, County Boards of Education, and Boards of Library Trustees*

Records kept by a county superintendent of schools fall into two categories: (1) those dealing directly with the public school system in the county; and (2) those appertaining to county matters, e.g., expenses, travel, and such other matters as may be imposed by county ordinances not inconsistent with state law. All records in the first category are of state, not county, concern, and their destruction is subject to regulation by the Superintendent of Public Instruction pursuant to Education Code Section 368. All records in the second category, as records of county concern, may be destroyed only pursuant to Government Code Sections 26201, 26202 and 26205.

Records of county committees on school district organization, other than vouchers required to establish "actual and necessary travel expenses," are of state, rather than local, concern. The members of such county committees are not county officers but state officers, and the committees are state agencies within the meaning of Government Code Sections 11092 and 12263, governing the destruction of records of state agencies.

Records of a county board of education may be destroyed only in accordance with the provisions of Government Code Sections 11092 and 12263, for in respect to public school matters a county board of education is a state agency, not a county agency. The records of a county board of education are not records maintained by a county superintendent of schools within the meaning of Education Code Section 368.

Records of the trustees of a union high school library district (Education Code Section 22801 ff.) are a part of the records of the union high school district and are subject to destruction in accordance with regulations of the Superintendent of Public Instruction adopted pursuant to Education Code Section 1553. (AGO 56-51; 27 Ops. Cal. Atty. Gen. 161.)

## OPINIONS OF THE DISTRICT COURTS OF APPEAL

### *Construction of Contract with School District*

An excavation contract with a school district giving the contractor a right to the excavated material to dispose of as he sees fit and providing that "in general the areas to be excavated under this schedule will be those under future buildings and adjoining areas in the southwesterly quadrant of the site" does not give the contractor "virtual ownership" of the material in place, nor does it prevent the school district from decreasing the work to be done. "If some of the quite elastic provisions of the contract are uncertain, then, the contract, being one with a public body, is to be construed against the private contractor." (*Berger v. Sequoia Union High School District*, 139 A.C.A. 401.)

### *Local Ordinances Applicable to School Building Construction*

A city of the sixth class can by ordinance require a contractor to secure a city building permit prior to erecting a public school building within the corporate limits of the city. The state has the power to take sole jurisdiction over the supervision and control of the construction and repair of school buildings. The Legislature by enactment of the Field Act, Education Code Sections 18191 et seq., did not, however, intend to, and did not, pre-empt the entire field of school building construction to the exclusion of the exercise by municipalities of regulatory and supervisory powers. The Legislature "intended only to prescribe and enforce general standards and requirements with respect to *safety of design and construction* of new school buildings, and the major repair of old buildings with particular reference to earthquakes and high winds, and that while such state supervision is supreme in these fields, it was never intended that municipalities should be deprived of their right to supervise and control construction of buildings within their corporate limits in other particulars." (*Hall v. City of Taft*, 142 A.C.A. 1.)

# For Your Information

## STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at a meeting held in San Luis Obispo, July 12, 13, and 14, 1956.

### *Approval of Changes in School District Organization*

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Sections 4871 to 4991) and the recommendation of the Division of Public School Administration, the Board approved the following proposals:

*Annexation of the Ahwahnee School District to the Oakhurst Union School District of Madera County*—A proposal by the Madera County Committee on School District Organization that an election be called to annex the Ahwahnee School district to the Oakhurst Union School District.

*Formation of a joint union elementary school district in Solano and Napa Counties*—A proposal by the Solano County Committee on School District Organization, augmented by the school trustees of the Suisun and Gomer districts of Solano County and the Gordon Valley district of Napa County that an election be called to form a joint district, comprising the Suisun and Gomer districts in Solano County and the Gordon Valley district of Napa County.

### *Approval of Appointments to State Curriculum Commission*

The Board approved the reappointment by Superintendent of Public Instruction Roy E. Simpson of Mrs. Martha K. McIntosh and Paul W. Pinckney as members of the State Curriculum Commission for terms ending August 29, 1960.

### *Changes in Rules and Regulations*

*Operation and construction of school busses*—The Board repealed Sections 1158 and 1181 of; amended Sections 1102, 1112, 1122, 1134, 1142, 1144, 1148, 1149, 1153, 1154, 1157, 1160, 1163, 1164, 1167, 1171, 1172, and 1173 of; and added Subsection (c) to Section 1179, and added Section 1181 to Subchapter 5 of Chapter 1 of Title 5 of the California Administrative Code, all relating to the operation and construction of school busses.

*Pay Plan for State Colleges*—The Board amended Article 3 of Group 6, Subchapter 4 of Chapter 1, Title 5, California Administrative Code, relating to payment of compensation to state college employees, adopting the same as emergency regulations, effective August 1, 1956.

**NOTE:** Revised pages of Title 5, Education, of the California Administrative Code, showing the changes in rules and regulations of the State Board of Education resulting from actions of the Board at this meeting, will be made available by the State Department of Education as reprints from the California Administrative Register.

**Approval of Organizations for School District Memberships**

In accordance with Education Code Section 4861, the Board approved the following organizations for which memberships for schools may be paid from school district funds for the school years 1956-57, 1957-58, and 1958-59. Whenever, during this period, there is a change in the constitution, charter, bylaws, or purposes of any such organization it is subject to the requirement that it notify the Department of Education immediately.

**Audio-Visual Education Association of California**

**President:** Ruth Noel, Director of Audio-Visual Education, Fresno County, 2314 Mariposa St., Fresno, California

**Secretary:** Wallace M. Hallberg, Director of Audio-Visual Education, Fresno Public Schools, Fresno, California

**Department of Elementary School Principals, NEA**

**President:** Robert W. Langerak

**Executive Secretary:** Robert W. Eaves

**Headquarters address:** 1201 Sixteenth St., N.W., Washington 6, D. C.

**Educational Television Research Association**

**President:** Guy M. Helmke

**Secretary:** Raymond L. Smith

**Headquarters address:** 16308 Foothill Boulevard, San Leandro, California

**Western Personnel Institute**

**President:** George D. Jagels

**Executive Director:** Helen Fiske

**Headquarters address:** 1136 Steuben St., Pasadena, California

**Revocation of Credentials for Public School Service**

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, by authority of the Education Code Sections indicated, effective on the dates shown:

<i>Name</i>	<i>Revocation effective</i>	<i>By authority of Education Code Section</i>
Austin, Harold Clyde	July 12, 1956	12756
Crenshaw, William Harley	July 12, 1956	12756
Darsey, George Edward	July 12, 1956	12756
Fitts, William Randolph	July 12, 1956	12754
Glasscock, William Donley	June 6, 1956	12754
Johnson, Carroll L.	July 11, 1956	12754
Leggett, Leonard Jackson	July 12, 1956	12756
Noel, Kenneth William	July 12, 1956	12755
Rapf, Joe	July 12, 1956	12756
Ratliff, Oliver	June 19, 1956	12754
Robin, William Clodomer	July 3, 1956	12754

**Reinstatement of Revoked Credentials for Public School Service**

The Board approved the application of Elizabeth Eleanor Serna, whose credentials had previously been revoked on April 16, 1955, for reinstatement of credentials for public school service for a general elementary credential, provided that she meets all the academic and course requirements therefor.

**Appointments of Deputy Superintendent and Associate Superintendent of Public Instruction**

The Board, on nomination by Superintendent of Public Instruction Roy E. Simpson, appointed Francis Wright Doyle as Deputy Superintendent of Instruction and Chief of the Division of Special Schools and Services to succeed Herbert R. Stolz, M.D., who is retiring; and reappointed J. Burton Vasche as Associate Superintendent of Public Instruction; and Chief of the Division of State Colleges and Teacher Education, for four-year terms ending August 31, 1960.

**Correction**

The name of Arthur Dudley Cartlidge was listed incorrectly as Maurice Eugene Cartlidge on page 274 of the July issue of California Schools.

**REGULATIONS ADOPTED BY TEACHERS RETIREMENT BOARD**

The following action was taken by the Teachers Retirement Board at a meeting in Fresno on May 24, 1956:

*Contributions and Crediting of Service.* The State Teachers Retirement Board, acting under authority of Education Code Sections 14310, 14472, 14473, 14484, 14487, and 14480.1, amended Sections 20502, 20507, 20508, and 20509 of, and added Sections 20508.1 and 20528 to, Title 5, Education, of the California Administrative Code, to read as follows (effective July 1, 1956):

20502. *Time Required for Credit.* For members whose normal tours of duty extend throughout periods, the lengths of which fall between those of the school year and school term, one year of service shall be credited for performance of ten-twelfths or more of such normal tour of duty.

Full-time day service or full-time service as rendered by members whose normal tours of duty extend throughout the school term (hereby defined for purposes of this retirement system as being the period beginning with the day upon which school closes in the same year) shall be performance of assigned duties for six hours per day for five days per week, or the equivalent thereof. Performance of assigned duty for a shorter period than six hours for five days per week, or the equivalent thereof, such as, but not limited to, performance of duties for four hours per day for five days per week, but for which such member receives compensation in the same amount as he would have received if such performance were for six hours per day for five days per week, shall nevertheless be counted as a full-time day or full-time service.

20507. *Deductions and Contributions.* No deductions for the Permanent Fund shall be made from the compensation earned during any month by any substitute employee of, or an employee employed on a part-time basis by one or more school districts or other employing agencies, in service for which that employee is entitled to receive benefits from a local retirement system unless the service rendered during the month was distributed over at least 10 days and was equal to at least one-quarter of the service required of a person employed on a full-time basis.

20508. *Deductions; Local Retirement Systems.* In the case of every person who renders service in any year for which he is entitled to benefits from a local retirement system, the deduction from the last salary payment for the year shall be so adjusted as to make the total contributions to the Permanent Fund for the year

because of such service bear the same ratio to \$60 that such service bears to one year of service.

20508.1. *Deposit of Contributions.* Contributions deducted from members' salaries shall be deposited in or transferred to, as the case may be, the Annuity Deposit Fund in the county treasury, regardless of the fund for which the contributions were deducted.

20509. *Remitting Contributions and Reports.* Each county superintendent and each employing agency other than school districts and counties shall remit each month to the Retirement Board an amount equal to the contributions deducted from the salary payments made to the members of the Retirement System during the month preceding, plus or minus proper corrections. With such remittance there shall be a report to the Retirement System showing the name of each member from whose salary payment of the previous month there was deducted contributions to the Annuity Deposit Fund and showing the individual amount of such contributions. Each county superintendent and each employing agency other than school districts and counties shall render to the Retirement System in July of each year a report showing the total of all other contributions (with corrections but without segregation as to funds) to the Retirement System which were deducted from the salary payments made to members during the 12 months immediately preceding and other such information as may be necessary in the administration of the Retirement System.

20528. *Amount of Contribution.* The amount of any contribution to the Annuity Deposit Fund which a member may elect to have deducted from his earned compensation shall be of a specified amount and shall not be expressed as a percentage of such compensation.

## THEODORE ROOSEVELT ANNIVERSARY

October 27, 1956, will be the ninety-eighth anniversary of the birth of Theodore Roosevelt, twenty-sixth president of the United States. The Women's Theodore Roosevelt Memorial Association, which maintains headquarters in New York City, requests that the attention of teachers and school administrators be called to this anniversary so that it may be recognized with special exercises in schools. The association has prepared an outline of a play designed to be developed by fifth and sixth grade children, entitled "Theodore Roosevelt, Twenty-sixth President." Copies of the play are available upon request to Mrs. Frederick H. Baird, Theodore Roosevelt House, 28 East 20th Street, New York 3, N. Y.

## RAILROAD REFERENCE BOOKLET

*Rail Transport and the Winning of Wars* is the title of a booklet by General James A. Van Fleet, which tells the story of the use of railroads in wartime from 1830 up to the end of the Korean conflict. Instructors of United States history and economics classes, at the secondary and college level, may find this a useful reference book because it covers special material not presented in standard textbooks on railroads. Copies of the booklet are available upon request to Dr. Thomas J. Sinclair, Manager, School and College Service, Association of American Railroads, Transportation Building, Washington 6, D. C. They may be obtained free of charge and shipping costs, by high school and college teachers, singly or in quantities for class use.

## FORD FOUNDATION FELLOWSHIP AWARDS

The Ford Foundation has announced 154 fellowships for training in foreign and international affairs. As part of the Foundation's program to further international understanding, most of the fellowships provide for graduate work in the social sciences or humanities with special reference to foreign areas. This is the fifth year the Foundation has granted fellowships for foreign-area training, the first year for the international relations fellowships. One-third of this year's grants went to Fellows of previous years whose performance has been outstanding.

The following Californians received fellowships:

Scott R. de Kins, Palo Alto. Intellectual history of China  
 David Clephan Elliot, Altadena. International law and organization  
 Raymond D. Gasti, Alpine. Cultural change and stability in Fars Province, Iran  
 Richard A. Gregg, Big Sur. Russian 19th century poet, Tiutchev  
 Mantle L. Hood, Los Angeles. Javanese music  
 George W. Kent, Los Angeles. Modern Chinese philosophy  
 Donald M. Lowe, Berkeley. Chinese Communist thought, 1920's and 1930's  
 Paul E. Lydolph, Los Angeles. Courses related to the Soviet Union.  
 William P. Malm, Los Angeles. Music and urban culture in Japan  
 Vladimir Markov, Monterey. Modern Russian literature  
 Daniel E. Moore, Berkeley. East Asiatic studies  
 Frank J. Moore, San Francisco. Land tenure systems in Nepal  
 Marvin P. Miracle, Palo Alto. The role of maize in tropical African agriculture  
 Klaus H. Pringsheim, Los Angeles. East Asian regional studies  
 Conrad Roger, San Mateo. East Asian studies with emphasis on Japan  
 Leo E. Rose, Berkeley. History of Nepal  
 James Sheridan, Alameda. Chinese language and history  
 E. Harold Swayze, San Carlos. Soviet literature as an instrument of control  
 Walter Francis Vella, San Francisco. Studies in international relations  
 Robert H. Whitman, Berkeley. History and social sciences, Soviet Union  
 Edgar V. Winans, Los Angeles. The Masai tribe of East Africa

## HIGH SCHOOL AND ESSAY ANTHOLOGIES

The National High School Poetry Association and National Essay Association have announced November 5, 1956, as the closing date for the acceptance of manuscripts for the Annual Essay Anthology, and December 5, 1956, as the closing date for submission of entries for the Annual Anthology of High School Poetry. Students' work may be sent to the Associations, 3210 Selby Avenue, Los Angeles 34, California.

## STORY OF GLASS CONTAINERS

A 16-page illustrated booklet on "The Story of Glass Containers" is being offered to teachers as an educational unit for use in the classroom. The booklet includes information on the charting of ocean currents with bottles, the use of glass from ancient times, and modern methods of manufacturing glass containers; suggested activities, and a bibliography. Copies in quantity for classroom distribution may be obtained free of charge by writing to the Glass Container Manufacturers Institute, Inc., Department WA, 99 Park Avenue, New York 16, N. Y.

## CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1956-57

The calendar of educational meetings and events for the current school year that is maintained in the office of the Superintendent of Public Instruction is published in *California Schools* to provide a convenient reference for those who may wish to attend the meetings or participate in the observation of holidays and anniversaries listed. Information about events of state-wide or regional significance in the field of education has been supplied by the organizations concerned. Questions regarding the calendar, and correspondence regarding corrections or additions should be addressed to the Superintendent of Public Instruction.<sup>1</sup>

### CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1956-57

Dates—1956	Organization and Event	Place
September 3	Labor Day	
September 9	Admission Day	
September 10-13	California Congress of Parents and Teachers, Inc., Board Meeting	San Francisco
September 13-15	State Board of Education Meeting	Long Beach State College
September 21-23	California Elementary School Administrators Association, Board Meeting	San Francisco
September 17	Constitution Day	
September 26-28	California School Supervisors Association, Northern Section, Fall Meeting	Hoberg's Lake County
September 28-29	California Association of Secondary School Administrators, Representative Council Meeting	Sacramento
October 5-6	California Industrial Education Association, Executive Council Meeting	Fresno
October 6	California Association of Future Homemakers of America, Advisory Board Meeting	Sacramento
October 6-7	California Association of Secondary School Administrators, Region III Conference	Truckee
October 12	Columbus Day	
October 12-13	Council of California Vocational Associations, Fall Meeting	Long Beach

<sup>1</sup> Information for the calendar, to appear in a particular issue of *California Schools*, must reach the editor before the first day of the preceding month. Events listed before place of meeting has been determined can be listed in subsequent issues with supplementary information.

CALENDAR OF EDUCATIONAL MEETINGS  
AND EVENTS, 1956-57—Continued

<i>Dates—1956</i>	<i>Organization and Event</i>	<i>Place</i>
October 12-14	Delta Kappa Gamma Society, State Executive Board Meeting	Hotel Californian, Fresno
October 13-14	California Elementary School Administrators Association, Board Meeting	Big Bear
October 18-19	Articulation Committees of the University of California, State Colleges, Junior Colleges, and High Schools	University of California, Berkeley
October 19	California Association of Future Homemakers of America, State Executive Council Meeting	Asilomar
October 19-21	California Association of Future Homemakers of America, Annual State Conference	Asilomar
October 20	Southern California Junior College Association, Fall Meeting	El Camino College, Los Angeles
October 20	California Elementary School Administrators Association, Northern Section, Fall Conference	Richardson Springs
October 20	California Aviation Education Association, Board of Directors Meeting	Bakersfield
October 23-26	Annual Conference on the Direction and Improvement of Instruction and on Child Welfare, called by the Superintendent of Public Instruction, <i>in conjunction with</i> California Association of Supervisors of Child Welfare and Attendance, State Conference, <i>and</i> California School Supervisors Association, Annual Conference	Fresno
October 24	United Nations Day	
October 24-27	California Association of Adult Education Administrators, Fall Conference	Bellevue Hotel, San Francisco
October 26-27	California Council for Adult Education, Annual Fall Conference	San Francisco
October 27	California Association for Health, Physical Education, and Recreation, Southern District, Conference	Burroughs High School, Burbank
October 27	California Elementary School Administrators Association, Central Section, Fall Meeting	Tulare
October 30- November 1	California Junior College Association, Fall Conference	Ahwahnee Hotel, Yosemite

**CALENDAR OF EDUCATIONAL MEETINGS  
AND EVENTS, 1956-57—Continued**

<i>Dates—1956</i>	<i>Organization and Event</i>	<i>Place</i>
October 30- November 3	California Library Association Meeting	San Diego
November 1-3	California Council on Teacher Education, Fall Meeting	Ahwahnee Hotel, Yosemite
November 2-3	Council for Home Economics Teacher Education in California, Annual Meeting	Lafayette Hotel, Long Beach
November 3	California School Health Association, Fall Conference	—
November 3	California Association of Secondary School Administrators, Regions V and VI Conference	Los Angeles
November 5-8	California Congress of Parents and Teachers, Inc., Board Meeting	Los Angeles
November 6	Election Day	
November 8-10	State Board of Education Meeting	Chico State College
November 10	California Home Economics Association, State Board Meeting	San Diego
November 10	California Association of Secondary School Administrators, Region II Conference	Palo Alto
November 11	Veterans' Day	
November 11-17	American Education Week	
November 13-14	California Association of County School Superintendents	Sacramento
November 16-17	California School Supervisors Association, Central Coast Section, Fall Meeting	Cambria Pines Inn, Cambria
November 16-19	Council of Chief State School Officers, Annual Meeting	Sheraton-Palace Hotel, San Francisco
November 17	California Elementary School Administrators Association, Southern Section, Fall Conference	Culver City
November 22	Thanksgiving	
December 1	Northern California Junior College Association, Fall Meeting	—
December 4-6	California Association of School Administrators, Annual Conference	San Francisco
December 6-8	California School Boards Association, Annual Conference	St. Francis Hotel, San Francisco
December 7-8	State Council of Education, California Teachers Association	Ambassador Hotel, Los Angeles
December 25	Christmas Day	

# CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1956-57—Continued

<i>Dates—1957</i>	<i>Organization and Event</i>	<i>Place</i>
January 1	New Year's Day	
January 2-4	State Board of Education Meeting	Los Angeles
January 4-5	California Agricultural Teachers Association, Inc., Governing Board Meeting	Fresno
January 7-10	California Congress of Parents and Teachers, Inc., Board Meeting	San Francisco
January 12	California Association of Future Homemakers of America, Advisory Board Meeting and State Executive Council Meeting	Sacramento
January 31-February 2	Audio-Visual Education Association of California, Annual Conference	Bakersfield
February 2	California Elementary School Administrators Association, Central Section, Spring Meeting	Bakersfield
February 12	Lincoln's Birthday	
February 15	Susan B. Anthony Day	
February 16	California Elementary School Administrators Association, Southern Section, Winter Conference	San Diego
February 16-21	American Association of School Administrators, National Convention	Atlantic City
February 22	Washington's Birthday	
March 6-8	California Congress of Parents and Teachers, Inc., Board Meeting	Los Angeles
March 7	Conservation, Bird, and Arbor Day	
March 7-9	State Board of Education Meeting	San Francisco
March 8-9	California Elementary School Administrators Association, Northern Section, Spring Conference	Chico
March 15-16	California Educational Research Association	Miramar Hotel, Santa Barbara
April 3-5	California Association of Public School Business Officials, 30th Annual Convention	Hotel Del Coronado, Coronado
April 4-6	California Council on Teacher Education	Mar Monte Hotel, Santa Barbara
April 5-6	California Industrial Education Association, Annual Convention	San Jose
April 5-6	California School Supervisors Association, Central Coast Section, Spring Meeting	Carmel Valley Inn, Carmel Valley

**CALENDAR OF EDUCATIONAL MEETINGS  
AND EVENTS, 1956-57—Continued**

<i>Dates—1957</i>	<i>Organization and Event</i>	<i>Place</i>
April 12-13	State Council of Education, California Teachers Association	San Francisco
April 12-15	California Home Economics Association, Biennial Convention	San Francisco
April 13-16	California Association for Health, Physical Education, and Recreation, Annual State Conference	Long Beach
April 14	California Business Education Association, Executive Council Meeting	Miramar Hotel, Santa Monica
April 14-16	California Business Education Association, State Convention	Miramar Hotel, Santa Monica
April 14-17	California Association of Secondary School Administrators, Annual Conference	Fresno
April 14-17	California Elementary School Administrators Association, Annual Conference	San Jose
April 15-18	National Art Education Association, Biennial Conference	Statler Hotel, Los Angeles
April 21	Easter	
April 26-27	California Council of Personnel Associations, Southern, Central, and Northern Regional Conferences	—
April 29-May 3	Public Schools Week	
May 3-4	California Elementary School Administrators Association, Southern Section, Spring Conference	Riverside
May 3-5	Delta Kappa Gamma Society, State Convention	Mark Hopkins Hotel, San Francisco
May 4-5	California Aviation Education Association, Spring Conference	San Jose State College
May 4-5	Southern California Jr. College Association, Spring Meeting	San Jose State College
May 6-7	California Congress of Parents and Teachers, Inc., Board Meeting	Long Beach
May 8-10	California Congress of Parents and Teachers, Inc., State Convention	Long Beach
May 8-10	California School Supervisors Association, Northern Section, Spring Meeting	Richardson Springs
May 9-11	State Board of Education Meeting	Sacramento
May 30	Memorial Day	
June 14	Flag Day	

# CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1956-57—Continued

<i>Dates—1957</i>	<i>Organization and Event</i>	<i>Place</i>
January 1	New Year's Day	
January 2-4	State Board of Education Meeting	Los Angeles
January 4-5	California Agricultural Teachers Association, Inc., Governing Board Meeting	Fresno
January 7-10	California Congress of Parents and Teachers, Inc., Board Meeting	San Francisco
January 12	California Association of Future Homemakers of America, Advisory Board Meeting and State Executive Council Meeting	Sacramento
January 31-February 2	Audio-Visual Education Association of California, Annual Conference	Bakersfield
February 2	California Elementary School Administrators Association, Central Section, Spring Meeting	Bakersfield
February 12	Lincoln's Birthday	
February 15	Susan B. Anthony Day	
February 16	California Elementary School Administrators Association, Southern Section, Winter Conference	San Diego
February 16-21	American Association of School Administrators, National Convention	Atlantic City
February 22	Washington's Birthday	
March 6-8	California Congress of Parents and Teachers, Inc., Board Meeting	Los Angeles
March 7	Conservation, Bird, and Arbor Day	
March 7-9	State Board of Education Meeting	San Francisco
March 8-9	California Elementary School Administrators Association, Northern Section, Spring Conference	Chico
March 15-16	California Educational Research Association	Miramar Hotel, Santa Barbara
April 3-5	California Association of Public School Business Officials, 30th Annual Convention	Hotel Del Coronado, Coronado
April 4-6	California Council on Teacher Education	Mar Monte Hotel, Santa Barbara
April 5-6	California Industrial Education Association, Annual Convention	San Jose
April 5-6	California School Supervisors Association, Central Coast Section, Spring Meeting	Carmel Valley Inn, Carmel Valley

CALENDAR OF EDUCATIONAL MEETINGS  
AND EVENTS, 1956-57—Continued

<i>Dates—1957</i>	<i>Organization and Event</i>	<i>Place</i>
April 12-13	State Council of Education, California Teachers Association	San Francisco
April 12-15	California Home Economics Association, Biennial Convention	San Francisco
April 13-16	California Association for Health, Physical Education, and Recreation, Annual State Conference	Long Beach
April 14	California Business Education Association, Executive Council Meeting	Miramar Hotel, Santa Monica
April 14-16	California Business Education Association, State Convention	Miramar Hotel, Santa Monica
April 14-17	California Association of Secondary School Administrators, Annual Conference	Fresno
April 14-17	California Elementary School Administrators Association, Annual Conference	San Jose
April 15-18	National Art Education Association, Biennial Conference	Statler Hotel, Los Angeles
April 21	Easter	
April 26-27	California Council of Personnel Associations, Southern, Central, and Northern Regional Conferences	—
April 29-May 3	Public Schools Week	
May 3-4	California Elementary School Administrators Association, Southern Section, Spring Conference	Riverside
May 3-5	Delta Kappa Gamma Society, State Convention	Mark Hopkins Hotel, San Francisco
May 4-5	California Aviation Education Association, Spring Conference	San Jose State College
May 4-5	Southern California Jr. College Association, Spring Meeting	San Jose State College
May 6-7	California Congress of Parents and Teachers, Inc., Board Meeting	Long Beach
May 8-10	California Congress of Parents and Teachers, Inc., State Convention	Long Beach
May 8-10	California School Supervisors Association, Northern Section, Spring Meeting	Richardson Springs
May 9-11	State Board of Education Meeting	Sacramento
May 30	Memorial Day	
June 14	Flag Day	

# CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1956-57—Continued

<i>Dates—1957</i>	<i>Organization and Event</i>	<i>Place</i>
June 17-21	California Agricultural Teachers Association, Inc., Annual Conference	California State Polytechnic College, San Luis Obispo
July 11-13	State Board of Education Meeting	California State Polytechnic College, Kellogg-Voorhis Campus

# Professional Literature

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- The Administration of Education in New Zealand.* Edited by G. W. Parkyn. Wellington: New Zealand Institute of Public Administration, New Zealand, 1954. (Studies in Public Administration No. 2). Pp. 122.
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THE HISTORY OF THE UNITED STATES

OF THE

AMERICAN PEOPLE

FROM THE

EARLIEST PERIOD

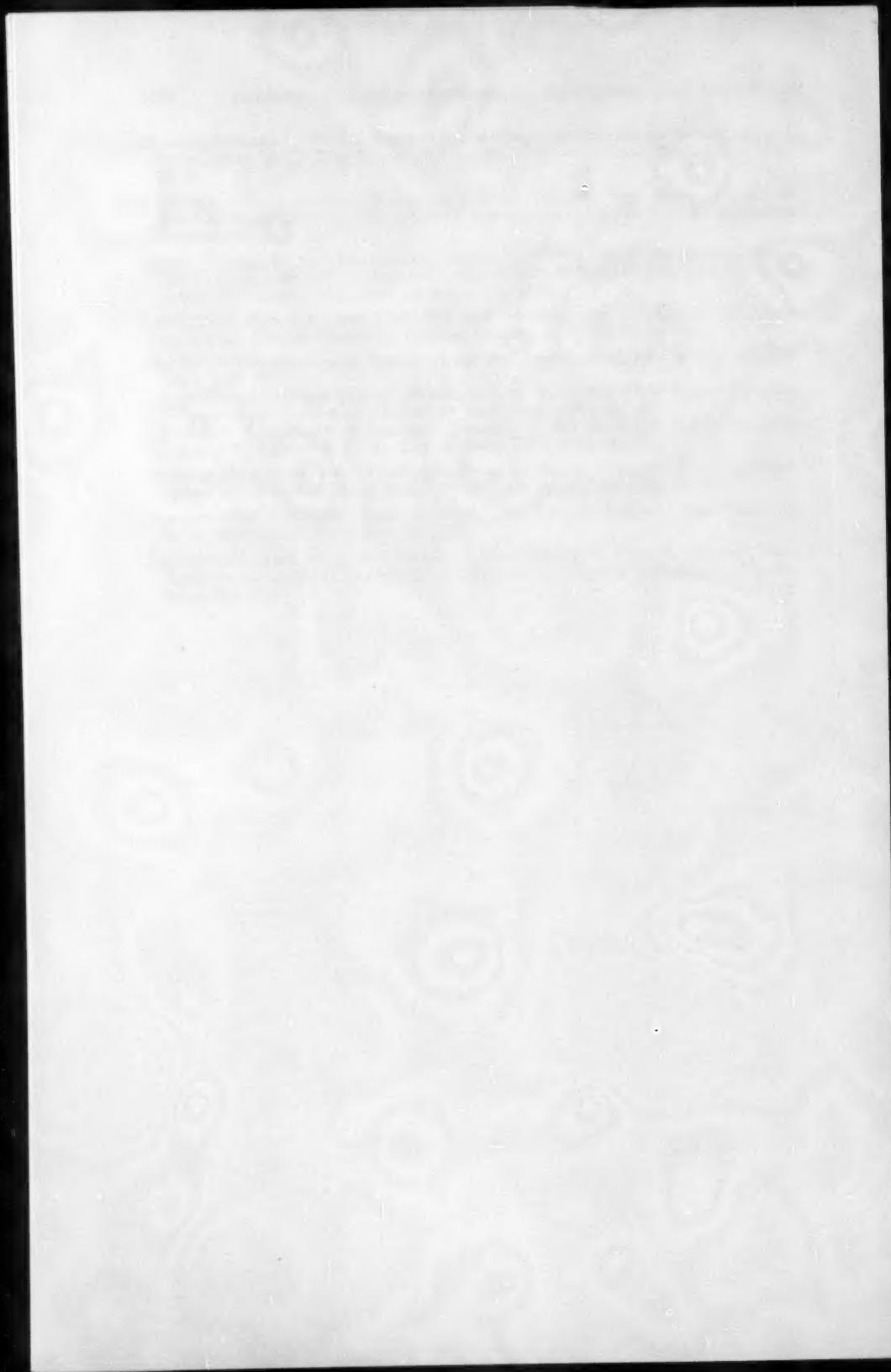
TO THE

PRESENT

DATE

OF

THE



# DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

## STATE BOARD OF EDUCATION

Term Expires  
January 15

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SURPLUS PROPERTY, STATE EDUCATIONAL AGENCY FOR, William Farrell, Chief Surplus Property Officer

TEACHER RECRUITMENT, Blair Hurd, Co-ordinator

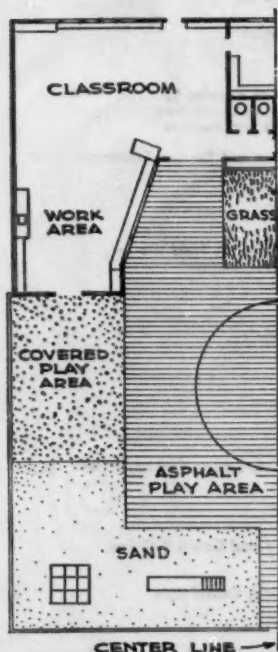
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VOCATIONAL EDUCATION, Wesley P. Smith, State Director

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## TYPICAL KINDERGARTEN

- 1 - CLASSROOMS
- 2 - ADMINISTRATION
- 3 - CAFETORIUM
- 4 - KITCHEN
- 5 - KINDERGARTENS
- 6 - PLAY AREAS
- 7 - PARKING

